DOCUMENT RESUME

ED 274 483 RC 015 917

TITLE	Opening the Doors of Your Community. Pennsylvania Youth in Action. Project 2--Member Guide.
INSTITUTION	Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
PUB DATE	80
NOTE	41p.; For related documents, see RC 015 915-918.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Activity Units; Citizen Participation; *Community Development; Community Resources; *Community Study; Educational Objectives; Experiential Learning; *Learning Activities; Public Agencies; Secondary Education; Student Research; *Workbooks; Youth Programs
IDENTIFIERS	*4 H Programs; *Pennsylvania

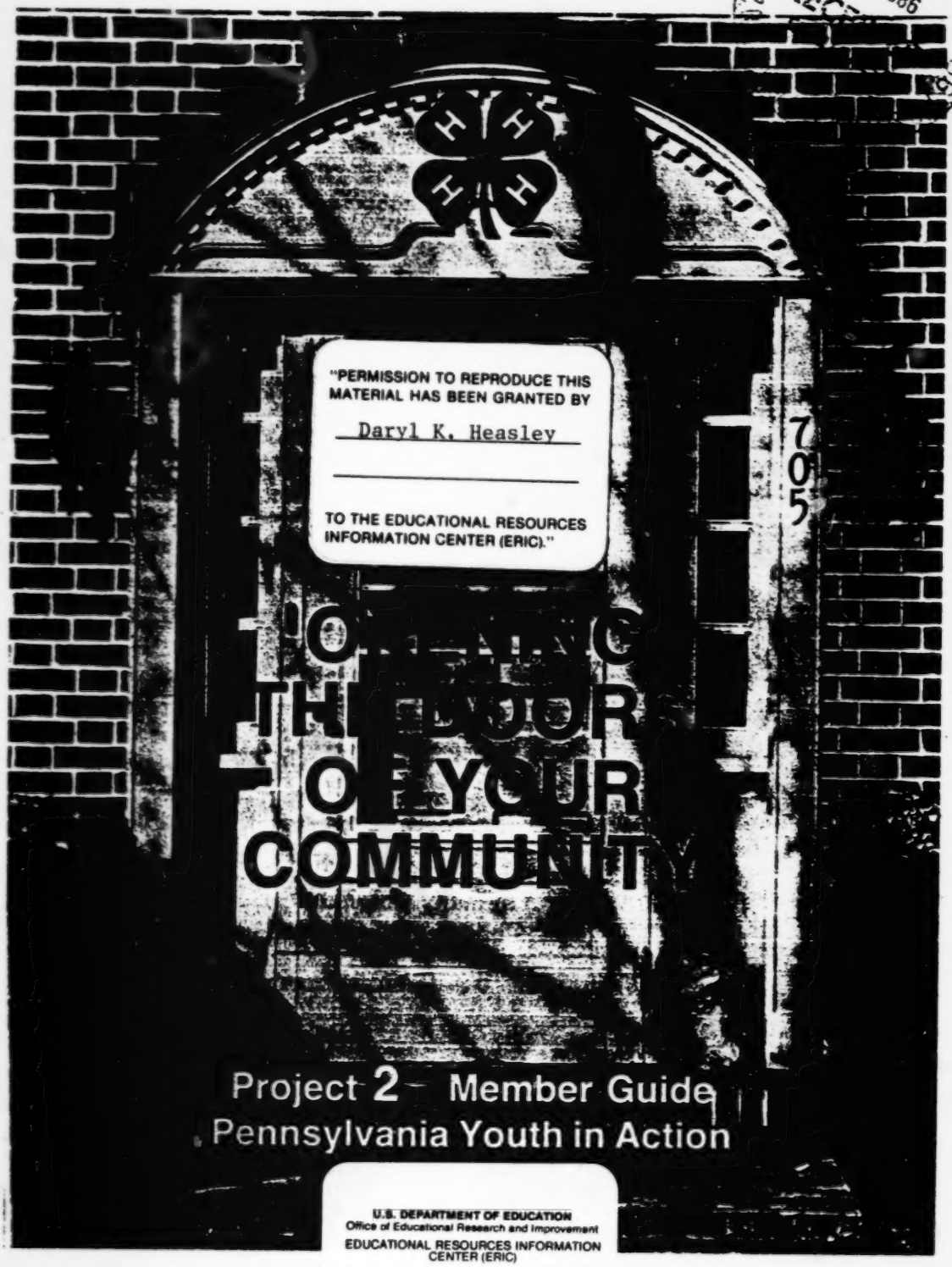
ABSTRACT

This student workbook is for 12- to 14-year-olds participating in the Pennsylvania 4-H "Opening the Doors of Your Community" project which is designed to involve youth in improving the quality of community life, learning about the role and functions of local government, understanding public issues, becoming involved in the process of community decision making, and participating in community projects. An introductory section explains the project which requires participants to plan activities involving 6 of 12 possible community agencies (police, fire, sanitation, utilities, communications, recreation, health, spiritual, education, business, chamber of commerce, borough hall or township office). The next section outlines specific activities to be completed about each of the community agencies. Activities range from visiting a court in session, observing fire fighting equipment, interviewing the director of garbage and sewage disposal, finding the source of domestic water supply, touring the local radio station, and discussing how a doctor's office functions to listing community churches, attending a school board meeting, classifying the purpose of local businesses, discovering how the chamber of commerce is financed, listing community recreational facilities, and learning how the mayor is selected. The remainder of the workbook provides questions and space for participants to record answers about each activity completed. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2744483

SEP 1986



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Daryl K. Heasley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1980

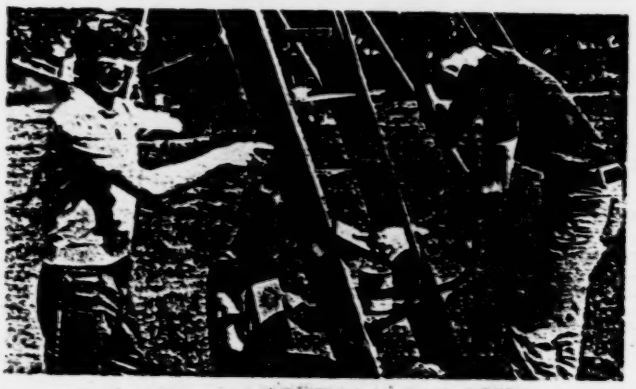
RC015917

BEST COPY AVAILABLE

The Pennsylvania State University, College of Agriculture Extension Service, University Park, Pennsylvania

YOUTH COMMUNITY DEVELOPMENT IS YOUNG PEOPLE AND ADULTS

Improving the Quality of Community Life



Learning about the Roles and Functions of Local Government

Understanding Public Issues

Becoming Involved in the Process of Community Decision Making

Participating in many Community Projects and Activities

BEST COPY AVAILABLE

This is 4-H

Young people learning to work and plan together under skilled leadership

It's big — That is the one way to describe the 4-H program. Roughly 6 ½ million youth nationwide now belong to 4-H. However, it is not the number of youth that really counts; the real measure of 4-H is what it does for youth.

The 4-H program is part of the nationwide educational system of the Cooperative Extension Service — a three-way partnership with the USDA, the State Land-Grant University, and the county governments. However, the local club is the most important unit of the total program.

Any boy or girl between the ages of 8-19 may join 4-H by agreeing to work on a project (individual or group) and by following the 4-H ideals and standards. The main requirement is a willingness to learn by doing — which incidentally is a 4-H slogan. This slogan should be the aim of every 4-H member and leader.

- The four H's stand for HEAD, HEART, HANDS, AND HEALTH.
- The emblem is a four-leaf clover with the letter "H" on each leaf.
- 4-H members and leaders should know the 4-H Club Pledge:

  "I pledge
  my head to clearer thinking
  my heart to greater loyalty
  my hands to larger service, and
  my health to better living,
  for my club, my community, my
  country, and my world."

- The 4-H colors are green and white. The white symoblizes purity and the green is emblematic of springtime, life, and youth.
- 4-H Motto — To Make the Best Better.

Reprinted with permission from the Clemson University Cooperative Extension Service with some adaptations.

This is CD

Improving your community through group action

People of all ages are interested in improving the quality of their life. One of the most effective ways of doing this is through group action — people working together in groups to make their lives more productive and enjoyable. In many cases this involves the improvement of public services and facilities, such as education and recreation areas, but it may also include improvement of race relations, roadside clean-ups, and other projects.

One noticeable thing about these types of projects is that they usually require that a large number of people contribute effort or help pay the cost of the improvement. On the other hand, these projects usually benefit many people in the community. Therefore, most people feel that the benefit they receive makes the effort or cost worthwhile, and they are willing to pitch in and help. With everyone contributing, things can be accomplished that no one person could do by himself.

When people speak of a "community," they are usually referring to a certain geographic area. However, it is helpful to think of a community as a group of people with "common unity" — something which they share and which binds them together. This common unity could be that they live in a certain area, that they have a common heritage, that they drive over the same roads, or that they have similar problems and interests. This idea of similar problems and interests seems to be the best way of thinking about a community because it means that, whenever people have the same needs and concerns as others, they together form a community. These are the people who should work together to solve their problems no matter where they may live or what their heritage may be. Common problems and interests should lead to common action to solve the problems.

The 4-H Community Development — Opening the Doors of Your Community — program is aimed at helping you get involved in better understanding the various "Doors" or agencies, organizations, and facilities that make your communities go. Your increased knowledge about these "Doors" will result in a better life for everyone. Adults are interested in getting

ideas and help from youth. Your interest and effort will help you develop into a mature citizen and will benefit others as well. It may also generate more knowledge of the community among adults!

"4-H CD PROJECT"

MEMBERS NEED TO:

1. Complete all requirements agreed upon at the start of "4-H CD Project."
2. Select at least 6 out of 12 possible "Doors."
3. Plan and carry out all activities for your current "Door" before progressing to the next "Door."
4. Plan each activity with the person in charge of the department or organizations described under Doors 1 through 12.
   a. Send a written thank you to the person conducting each tour.
5. Hold group discussions following each visitation to see what others in your group found behind the "Door."
6. Complete plan or map of your community.
7. Complete project records.

SELECT 6 OUT OF 12 POSSIBLE "DOORS" TO WALK THROUGH:

1. POLICE DEPARTMENT	— Police protection, crime prevention, criminal apprehension, and correction.
2. FIRE DEPARTMENT	— Fire prevention, fire fighting, and fire investigation.
3. SANITATION DEPARTMENT	— What becomes of sewage and garbage after it leaves our homes?
4. UTILITIES	— How do we get our lights, water, and gas?
5. COMMUNICATIONS	— How do communication systems work? (phone, radio, newspaper, TV, and postal system)
6. RECREATION	— How many different recreational facilities are in or near your community? Who operates them? What "recreates" people? How are facilities financed?
7. HEALTH	— Health protection and treatment systems (doctors, nurses, hospitals, clinics, nursing homes, and County Health Office).
8. SPIRITUAL	— What are the churches in your community and how do they function?
9. EDUCATION	— The public educational system.
10. BUSINESS	— "Downtown" — Why are these businesses and industries here and who decided where they should build? What other business areas exist?
11. CHAMBER OF COMMERCE	— What is the Chamber of Commerce and how does it work?
12. BOROUGH HALL or TOWNSHIP OFFICE	— What is a Borough Council or Board of Township Supervisors? How is each financied?

PLANNING YOUR PROJECT

1. Our group agreed to complete _____ (number) Doors for this project.

2. Planning our activities. We will go through the following Doors:

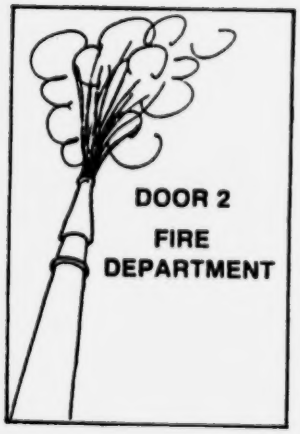
3. How did your group agree on which Doors to go through? How did you arrive at a group consensus? (Remember, consensus means almost all of the members agreed on the Doors.)

DOOR 1

POLICE DEPARTMENT

Police protection, crime prevention, criminal apprehension, and correction.

1. Call the Chief of Police and set up an appointment to visit the Police Department and Jail.
2. Call the County Judge and arrange to visit a court in session.
3. Visit the Police Department at the *appointed time*.
4. Determine how the Police Department protects your community, prevents crime, catches law breakers, and punishes them. Encourage members to ask questions.
5. Observe the Jail and find out about meals, types and frequency of crimes, length of sentences, and work programs.
6. Observe the communication system, office procedures, and equipment used by police officers.
7. Write down observations
8. Ask questions to determine how a Police Department functions.



DOOR 2

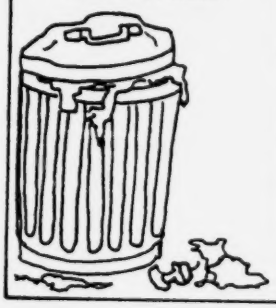
FIRE DEPARTMENT

Fire prevention, fire fighting, and fire investigation.

1. Call the Fire Chief and set up an appointment to visit the Fire Department.
2. Arrange to witness a fire drill.
3. Arrange to visit the Fire Department at the *appointed time*.
4. Determine how your Fire Department prevents fires, fights fires, and investigates fires after they happen. Ask questions.
5. Observe fire fighting equipment.
6. Observe fire alarm system.
7. Discuss fire prevention, fire fighting, and fire investigation systems in your community.
8. Find out how your Fire Department is financed and include this information in a discussion.

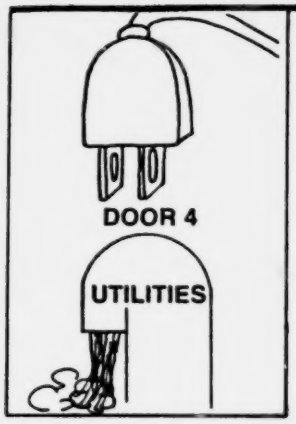
DOOR 3

SANITATION DEPARTMENT



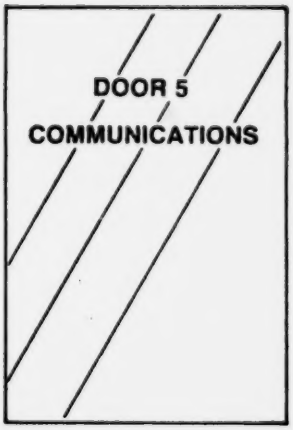
What becomes of sewage and garbage after it leaves our homes?

1. Arrange to observe at close range a modern garbage truck.
2. Arrange to visit the city, Borough or Township sewage disposal plant or sanitary landfill.
3. Arrange an interview with the person in charge of garbage and sewage disposal.
4. Determine how flies and other pests are controlled around garbage cans, garbage dumps, and sewage disposal plants.
5. Find out how mosquitoes are controlled by your community.
6. Find out how your sanitation department and facilities are financed.
7. Arrange for a discussion of the community sanitation system and how it works.
8. Discuss one or more ways the community sanitation system could be improved.



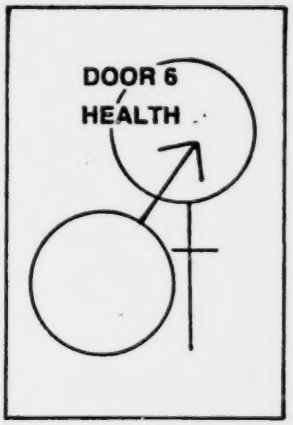
Water
Power
Gas

1. Find out the source of your domestic water supply.
2. Arrange to visit the community's wells and reservoirs.
3. Find out how water is pumped from source of supply to homes and businesses.
4. Find out how water system is financed.
5. How often are water samples tested by the Public Health Department?
6. Is water treated to guard against spreading of disease? What method is used?
7. Find out the source of your electricity comes from and how your community service is financed.
8. Find out the source of your gas comes from and how your community service is financed.
9. Discuss each of the services: how they function, how they are financed, and how a community could function if these services were suddenly discontinued.



Telephone
Newspaper
Radio
U. S. Post Office
TV

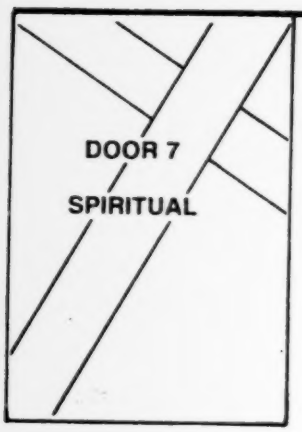
1. Arrange to visit the following:
   Telephone Office.
   Newspaper Office.
   Radio Station.
   Post Office.
   TV station (if local).
2. Determine how each of the above communication systems function.
3. Determine how each of the above communication systems is financed.
4. Discuss the function of each of the communication systems listed above.
5. Have each group member decide which communication system is most important to your community and why.



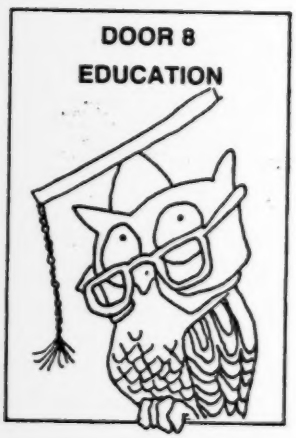
Surgeon
Pediatrician
Obstetrician
Internist
Optometrist
Chiropractor
Osteopath

Hospital
Clinic
Nursing home
Public health office.

1. Find out the difference between a surgeon and a general practitioner.
2. Find out the difference between a chiropractor and an osteopath.
3. Learn the meaning of Optometry.
4. Discuss: Optometry, Surgery, Osteopathy, and Psychiatry.
5. Arrange to visit a hospital.
6. Arrange to visit a clinic or a nursing home.
7. Arrange to visit the County Public Health Department.
8. Have a group discussion of how a doctor's office functions; how a hospital functions; and how the Public Health Service functions. How are each of these services financed?

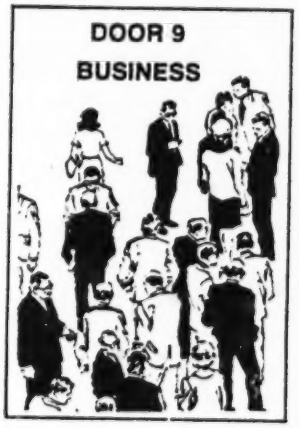


1. Determine what religious organizations are active in your community.
2. A group member should develop a complete list of organized churches in your community.
3. Discuss the similarity and differences of these churches as to basic beliefs, ordinances, financing, and church government.
4. Determine which church has the largest influence in your community and why.
5. Discuss the areas of influence the churches have in your community.
6. Arrange to visit one or more of these churches during a worship service.
7. Discuss the worship procedures.
8. Have a group discussion about the things that might happen to your community if all churches and their influences were suddenly removed from your community.



Public Schools
Private Schools
Parochial Schools
and Church Sunday Schools

1. Arrange to visit a School Board meeting.
2. Learn how School Board members are selected, how long they serve, and what compensation they receive.
3. Discuss what decisions School Boards are authorized to make.
4. Each 4-H member should write a complete description of how a School Board functions.
5. Discuss how your local public school system is financed.
6. What percent of financing is Federal, State, County, and Local? Find out the cost of education per student.
7. Discuss how private and parochial schools differ in function and method of financing from public schools.
8. Discuss this question: Are church Sunday schools educational in nature?

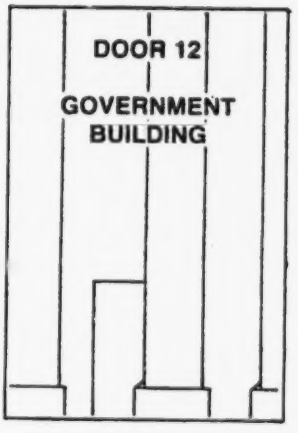


1. Make a list of businesses within your community.
2. Classify businesses as to purpose:
   a. Service type
   b. Food
   c. Clothing
   d. Shelter
   e. Transportation
   f. Personal comfort
   g. Financing
   h. Recreational
   i. Health
3. Discuss which businesses are essential to the functioning of your community.
4. Determine why businesses are located where they are.
5. Arrange an interview with the manager of a retail business.

6. Determine what makes a business succeed or fail.
7. Determine the importance of salesmen in your community.
8. Discuss profit and its importance in a business.

1. Arrange to visit the nearest Chamber of Commerce Office.
2. Determine what services are provided to the community by the Chamber of Commerce.
3. Find out how the Chamber is financed.
4. Find out the Chamber conducts its business.
5. Find out how the Chamber elects its officers, how long they serve, and how they are compensated for their services.
6. Visit a Chamber of Commerce meeting.
7. Observe business conducted and procedures followed.
8. Find out what "Chamber of Commerce" means.

1. Make a list of recreational facilities in your community.
2. Classify recreation facilities according to who owns and operates them: Church owned, school owned, community owned, government owned, and privately owned.
3. Determine what age groups are being served by present facilities.
4. Determine if the very old and the very young people are being served by existing facilities.
5. Determine how existing recreational facilities are financed.
6. Find out how existing recreational facilities are supervised.
7. Determine whether or not existing facilities are adequate for your community and what other facilities should be added, if any.



Borough,
Township,
City, or County

1. Tour a Township facility, Borough Hall, City Hall, or County Courthouse.
2. Find out what services are rendered by each: the Borough Manager and/or the Mayor; Township Supervisor or Secretary; City Mayor or Manager; County Commissioner or Chief Clerk.
3. Find out how the Borough, Township, City, or County Government is financed.
4. Visit a meeting of the Borough Council, Township Supervisors, City Council, or County Commissioners.
5. Find out how Borough Council members, Township Supervisors, City Council members, or County Commissioners are selected, how long they serve, and how they are compensated for their services.
6. Find out how the Mayor is selected.

7. Find out what authority is vested in the Borough Council, Township Supervisors, City Council, or Board of County Commissioners.

MAKING THE COMMUNITY PLAN OR MAP

1. Secure a street map of your community or town for each group member. These may be xeroxed or copied from an original if sufficient copies are not available. If no map exists, draw one.
2. Mark the locations on the community map of the following:

- Police station
- Fire company
- Municipal dump
- Municipal sewage disposal plant
- Municipal water supply
- Electric company
- Gas company
- Radio stations
- Newspaper offices
- Post office
- Hospital, nursing homes, clinic, doctor's office
- Churches
- Schools
- Business district
- Chamber of Commerce
- Parks and playgrounds
- Swimming pool
- Other recreational facilities
- Municipal building
- Library
- Other public buildings
- Residential areas

3. Colored pencils will make a more attractive map and be easier to read.
4. If the group prefers, make one large community map instead of smaller individual maps.
5. Color keys should be included on the map.
6. The scale used on the map should appear in the lower right-hand corner.
7. Help in making this map may be obtained from a county planner or other draftsman.
8. Maps are for display and should be neat, complete, and colorful.
9. Maps should be kept and not thrown away after they are exhibited. (You may want to project your community into the future — 10 or 20 years, as a second year project, and expand existing facilities on this map, (or another one), to take care of expected changes.)

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. **Group discussion.** In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

Door # _____, _____ Systems

1. Briefly describe your activities, tours, guest speakers, and so on. What did you do?

2. Describe your observations about the _____ system.

3. How many people in your community are served by the system? What groups — elderly, youth, handicapped, general public?

4. How many people in your community are employed by this system?

5. What is one strong point about the _____ system in your community?

6. What is something that you learned about the _____ system?

7. Who pays for the _____ system? How is it financed?

8. How long has the _____ system been serving your community? Briefly describe the history of the _____ system.

9. Who controls the _____system? Who decides how the _____ system should operate?

10. Group discussion. In discussing your observations with the group, in what ways did your observations differ from others? What did other members notice that you did not?

11. Briefly describe your group exhibit or display.

4-H ACTIVITIES REPORT

This report will help you keep a better record of your club activities. Fill it in as you complete each assignment. Refer to this record when you are entering county, state, and national programs. Ask your local leader to explain these programs to you.

My 4-H Activities Report for the 19___ Club Year

Projects taken_____

_____

TV Member Yes____ No____

Program Title_____

Offices held

Club _____

County _____

Show and Tells or Demonstrations given

Local Club_____

County _____

Regional_____

State _____

News articles _____

Radio _____

TV _____

Things done to improve my health

_____

Community service or citizenship work done

By myself_____

With Club_____

Number of meetings my club(s) held this year _____

Number I attended _____

Number of new members I encouraged to join 4-H

_____

Number of boys and girls I helped with their projects

_____ In what way? _____

_____

_____

_____

Check those attended and tell how you helped

3 or 4-day camp _____

1-day camp_____

Club or county tours _____

Club picnic _____

County-wide picnic _____

Rural Life Sunday_____

County fair_____

Achievement programs_____

Roundup _____

Teen Leader Retreat _____

Pennsylvania 4-H Congress_____

State 4-H Capital Days_____

Kanesatake Leader Training Camp _____

State 4-H Days_____

Pennsylvania Farm Show _____

National 4-H Club Week_____

Others_____

_____

_____

_____

_____

Name

Address

Name of Club

Leader's Name

Name of Project

4-H Club Motto

"To make the best better"

4-H Club Pledge

I pledge
my head to clearer thinking,
my heart to greater loyalty,
my hands to larger service, and
my health to better living, for
my club,
my community,
my country, and
my world.

4-H Club Colors

Green and White

Adapted by: *Daryl K. Heasley*, Rural Sociology Extension Specialist, *Margaret J. Balitas, Kathleen A. Butz, James J. Grippo, David N. Kinsey*, and *Mary C. Lehman*, CD Youth Agents, The Pennsylvania State University, Cooperative Extension Service.

Originally adapted by Donald Bashore and Kathy Butz, Community Development Youth Agents

The materials in Project 2 — Member Guide — were adapted with permission from the University of Arizona, Tucson, Arizona.